

ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
TOWN OF FRANKLIN  
FOR THE  
YEAR ENDING JANUARY 31, 1893.

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FRANKLIN:  
SENTINEL PUBLISHING CO.  
1893.



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GEORGE KING,	Term expires March, 1893
MARY A. WIGGIN,	" " " 1893
J. CUSHING GALLISON,	" " " 1894
*MARY A. HOWARD,	" " " 1894
E. C. ABBOTT,	" " " 1895
REBECCA M. FARNUM,	" " " 1895

\*Deceased.

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FRANK W. SWEET, SUPERINTENDENT.



# SCHOOL COMMITTEE'S REPORT.

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TO THE VOTERS AND CITIZENS OF THE TOWN OF FRANKLIN :

Herewith we present for your candid consideration our School Superintendent's report for the past year, together with a few topics to which we desire to call your special attention.

The duties of your School Board for the past year have been unusually arduous and exacting. The occupying of the new High School building, with the unusual increase in the number of new scholars to be provided for, necessitated reorganization of nearly the whole school system. We were obliged to occupy the new High School building before its completion and to furnish it from an appropriation insufficient to meet the unexpected demands for furniture and appliances. The apparatus and furniture from the old High School building were utilized so far as seemed to us economical and suitable. Very much yet remains, in this direction, to be done before the building can be fully used to advantage.

## HEATING AND VENTILATION.

The system of heating and ventilation adopted has not filled the measure of our expectations. However, it may be as yet too early in our experience to judge fairly of its merits, and further experience in solving the mysteries of the intricate apparatus may enable us to improve its workings.

Our Superintendent and janitors, ever skeptical as to the utility of the system, have faithfully given their best efforts to comprehend and improve its workings. In this they have

succeeded beyond our expectations. The attempt to modify our New England climate by the heating of a few thousand cubic feet of the atmosphere and then discharging it into space does not impress your committee as altogether a reasonable procedure. A combination of steam heating, with ample ventilation furnished by practical fire-places, would seem to be of greater utility, easier to handle and less expensive to maintain.

The Smead system, in use in the new High School building, was, as is well known, recommended to the town, after careful investigation and consideration, by a committee of fifteen, chosen by the town, to consider and report on the site and plan of a High School house, nine of which committee were prominent citizens outside of the School Committee. From such information as they were able to obtain this system was thought to be the equal, at least, of any in use, all of which seemed open to some objections, to fully secure the results required by the State Board of Inspection. We have been informed that the Building Committee, before deciding the question, gave it careful and deliberate consideration. The Inspector, after several trials, has pronounced the working of the system satisfactory in the larger rooms. In the halls and ante-rooms it as yet fails to meet our expectations, but we are not without hope that some changes may be made, without great expense, to remedy this defect. Any system which will secure ideal results will be attended with a large outlay for fuel and require experienced janitors.

The fuel question has assumed formidable proportions, and we are strongly impressed with the weight of Ben Franklin's axiom, "It is easier to build two chimneys than to keep one in fuel." Much has, however, been saved in this direction by purchasing in large quantities at the lowest ebb of market prices.

In the matter of appropriations for the coming year your committee desires to express the hope that wise counsels will prevail, and that liberal resources may be at our disposal in order to secure the best results in the education of our children, as well as to secure and preserve our school buildings.

We would especially call attention to the unfinished state of our new High School building, and the necessity for immediate attention to serious defects resulting from its incomplete condition.

#### SUPERINTENDENT.

After a thorough trial of the experiment of employing a Superintendent, and careful consideration of the question in all its bearings, your committee is of the unanimous opinion that the town has made no mistake in this new departure.

NO BUSINESS ENTERPRISE OF ANY MAGNITUDE CAN EXPECT TO PROVE A SUCCESS UNLESS UNDER COMPETENT MANAGEMENT AND WITH DEFINITE PURPOSE. MUCH LESS CAN A SCHOOL SYSTEM BE SATISFACTORILY CONDUCTED WITHOUT A CENTRAL CONDUCTING FORCE, ACTING CONSTANTLY IN A WELL-DEFINED DIRECTION, THOROUGHLY SYSTEMATIZED, AND EMPLOYING INTELLIGENTLY ALL THE MODERN METHODS OF EDUCATIONAL PROCEDURE.

We would repeat and emphasize all that was incorporated in our last year's report as to the capacity and exceptional ability of our present Superintendent.

Coming amongst us an entire stranger to our schools and our people, possessing advanced and radical ideas as to methods of teaching, he has shown rare tact in surmounting the difficulties of his task, and has served our town with a singleness of purpose, for the best interests of our schools, that has won our commendation. Your committee desire to express their sincere hope that no backward steps may be hastily taken in the matter of school superintendency, as we thoroughly believe that great improvement and benefit will accrue to our school system from this source in the immediate future as a logical result of wise action in the past.

The suggestion made at the Columbus Day exercises by Rev. Wm. M. Thayer, to give the name of the Hon. Horace Mann to the new High School building, meets with general favor. Your committee suggests that some formal action be taken in the matter. It would seem a graceful and fitting

tribute to one of the foremost educators of all time—a lasting monument to one of the most distinguished sons of the town of Franklin, whose memory should ever be kept green.

As to appropriations for the ensuing school year, while we are of the opinion that no increase over last year need be made, we would call attention to the unusual item for insurance, coming due in April, on \$12,000, amounting to \$240. Several items of unusual expenditure have been paid from our appropriations the past year. viz: A bill for insurance of \$106, which items have heretofore been paid from town miscellaneous expenses, was this year added to our burdens by the Selectmen: rent, \$150, for school-room in Morse's block, which we were obliged by law to provide, the number of scholars increasing beyond school-room accommodations. A sum of \$150 was expended in furnishing increased facilities in the laboratory of the new High School and in other necessary additions, such as a drinking fountain, a sink in the cellar, etc.

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MRS. MARY A. HOWARD,

DIED APRIL 12, 1892,

AGED 61 YRS., 8 MOS., 6 DYS.

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In the death of Mrs. Howard your committee and the town at large suffered a severe loss.

Mrs. Howard was a lady of rare intellectual force and ability, combining remarkable natural powers with unusual culture and exceptional practical experience. As a member of our board her services and advice were valuable and given without reserve, under conditions of physical suffering that reminded us of Spartan fortitude. The influence of such lives reaches far beyond the limits of time or space, and touches the far-away shores of eternity.

GEORGE KING,  
J. CUSHING GALLISON,  
R. M. FARNUM,  
MARY A. WIGGIN,  
EDWARD C. ABBOTT,

For the Committee:

J. CUSHING GALLISON.

COMMITTEE.



# TOWN OF FRANKLIN, IN ACCOUNT WITH THE SCHOOL BOARD.

DR.

## APPROPRIATIONS :

For salaries of Supt. and teachers, care houses and fuel,	\$12,650 00
“ Text books and supplies,	750 00
“ Repairs,	600 00
“ Miscellaneous,	500 00
“ Furnishing new building,	1,000 00

## INCOMES :

Income School Fund,	218 30
“ Dog tax,	662 95
“ On account of Supt. in 1892,	576 56
“ From sale of old steam piping, etc.,	70 00
	<hr/>
	\$17,027 81

CR.

## EXPENDITURES :

For salaries of Supt. and teachers,	\$10,098 40
“ Care houses,	1,158 93
“ Fuel,	1,449 06
“ Text books and supplies,	948 54
“ Repairs,	548 20
“ Miscellaneous,	761 09
“ Furnishing new building,	978 09
By balance unexpended,	1,085 50
	<hr/>
	\$17,027 81

## ESTIMATED SCHOOL EXPENSES

FROM FEB. 1, 1893, TO JAN. 31, 1894.

Salaries Supt. and teachers,	\$11,328 00
Fuel (\$1,450),	1,250 00
Janitors and care houses (\$1,158.93),	1,200 00
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	\$13,778 00

## ESTIMATED INCOMES :

Income School Fund (218.31 in 1893),	\$218 00	
Dog tax (\$662.95 in 1893)	660 00	878 00
		<hr/>
To be raised by taxation		\$12,900 00
Miscellaneous school expenses,		500 00
Repairs,		450 00
Text books and supplies,		650 00
		<hr/>
		\$14,500 00

# REPORT OF THE SUPERINTENDENT OF SCHOOLS.

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TO THE SCHOOL BOARD, FRANKLIN, MASS.:

*Ladies and Gentlemen:*—I have the honor of submitting, herewith, my second annual report, as Superintendent of your schools. Permit me in this connection to express my appreciation of your co-operation and support accorded to my labors in behalf of your schools.

## MATTERS IN GENERAL.

There is no occasion for giving a detailed statement of all the changes that have occurred in our teaching force during the past year. As is usual, several teachers have resigned during the year, and their places have been filled by the best teachers that it was possible to obtain at the time and under existing conditions.

The decision, made two years ago, not to employ local teachers unless they had made some special preparation for the work, is resulting advantageously for our schools. We have been enabled to employ two of our own scholars this year, one a graduate of Framingham Normal School and the other from the Walpole Training School. On the list of applicants are the names of two more, one a graduate of Providence Normal School; the other has taken a partial course at Framingham, and in addition to this has trained over a year at Walpole.

I would recommend that these applicants be chosen to fill the first vacancies that occur.

The greatest change of the year has been the occupation of the new High School building. We were obliged to occupy the building before its completion, and the work of the science classes was delayed some five weeks on that account. In order to increase the efficiency of our High School it was voted to employ another assistant teacher. Miss Mildred L. Hunter, a graduate of the Bridgewater Normal School, was elected, and the results of her labors have proven the wisdom of your choice.

Much of the time of your Superintendent, which should have been given to visiting other schools, has been occupied in looking after work made necessary by the occupation of the new building.

In order that the work of the High School may be done to the best advantage it will be necessary to complete the building. The room now used as a laboratory is also used as a recitation room. If the school should increase to any extent it would be necessary to occupy the whole room for a laboratory and use one of the unfinished rooms as a recitation room. The only other room now available for recitations is on the lower floor, and is not well adapted for the purpose, being small, not well lighted, and owing to its position, difficult to heat.

The work of the other schools is progressing, perhaps slowly, but certainly satisfactorily. By the system of reading introduced, the children are learning to read better and in much less time than formerly. Though the system does not involve the learning of the alphabet at the outset, yet the pupils seem to know their letters just as well and to use them as readily in spelling.

The introduction of complete literary works in the form of supplementary reading is a great improvement over the reading books. Nothing but good can result from this wise action.

During the first and second years of school life children learn to write with fair readiness and good form. Many of

them, at the end of the second year, write a better hand than the average citizen, as specimens on file in my office will show.

Without being drilled year after year on dry and meaningless tables, the pupil gladly learns the various combinations of numbers, and during the third and fourth years gains a knowledge of fractional parts which formerly were not taught until the fifth or sixth year of school.

The first lesson taught the pupil upon his entrance to the school is a *grammar lesson*, although he is not aware of the fact. He receives his instruction in the form of *language lessons*, which, in the hands of a competent and versatile teacher, leads the pupil to talk and write fluently about *familiar objects*. His errors of speech are corrected as they appear by showing him the correct form of expression and insisting that he use that form. The study of technical grammar follows in the higher grades, and when reached and studied has a meaning and a force little realized by the pupil who never received this elementary training.

Correct language is much more a matter of *habit* than of *rules*, and the child who early acquires the habit of correct speaking, and then studies grammar, will have little trouble in expressing himself forcibly and elegantly in good "King's English."

The subject of "Form Study and Drawing" has just been introduced, and has not, as yet, produced any results, but I know of no study in the whole course that offers better opportunities for the development of the child's powers than this study.

The trend of all the advancement recently made in education has been along the line of the development of the active powers of the child's mind.

As a result of this we see the rapid growth of Manual Training, Sewing and Cooking Schools. The study of drawing lies at the very basis of this new departure.

I desire in a few words to call your attention to some of

the most important needs of our schools. Several of our school buildings need extensive repairs, as a matter of economy. The City Mills building especially needs a new floor, as the present one is worn entirely through in places, and is so uneven as to make walking over it a trying operation. I recommend the above repairs with the reservation that, in my judgment, the building is not at all fit for school purposes and should be abandoned. I think that making any extended repairs on such a building is virtually throwing away money. Several buildings need painting to preserve them. I would suggest that the committee purchase its own lead and oil and employ the two men who serve us as janitors to do this work during the summer vacation. By this plan the services of these men could be retained for the whole year, and at the same time this work could be done at a much less cost than by any other plan.

If this work of repairing is to be thoroughly done it will be necessary to have a well systematized plan. All the work cannot be done at once, but one or two buildings could be put in thorough repair each season. There is need of enlarging the storage room for wood and coal, so that a whole year's supply can be stored at once. Many dollars can be saved to the town by purchasing in large quantities, at lowest market prices.

I often wonder, as I visit the various schools, if the people are really aware of the condition of rooms and surroundings. Can it be possible that parents are satisfied to have their children spend many years of their young lives inside dingy, smoky walls, with rough floors, cut and marred seats and desks, without sufficient light and oftentimes without one pleasant object for the eyes to rest upon? How many of us would be content to take their places even for a day? There is no reason why these things should be, when soap and water, paint and pictures are as cheap as at present. There is a movement in Boston to cover the walls of school-rooms with works of art, that the pupils may become familiar with the beautiful and grand in art.

In Franklin we would be content with much less: only cover the dusty walls and dirty woodwork with paint, repair the furniture and make the rooms cheerful and attractive. The educational influence of these improvements would be farther reaching than that of books. I am positive that we would have less unnecessary absence and less occasion for severe discipline. Is not the experiment worth trying?

#### RULES AND REGULATIONS.

I would recommend that a set of rules and regulations be formulated for the better guidance of pupils, teachers and Superintendent. There should be some printed guide that would clearly state the duties and requirements of each. It is also necessary to have a course of study definitely laid out and printed. At present the teachers are guided by some temporary outlines given them by me, in order to lead from the methods formerly in use to the more modern ones.

The State Board of Education has recently issued a new "Course of Study for Elementary Schools," which contains the most modern ideas and methods. I would recommend that this be adopted, with such modifications as will adapt it to our school needs.

#### TEACHERS.

I think our corps of teachers will compare favorably in general intelligence, capability and earnestness with that of any town of equal size and importance.

I wish to express my appreciation of the kindly manner in which the teachers have received, from me, hints and suggestions relating to their work. If improvement has been made during the past year it is largely due to the faithful labors of the teachers and from their co-operation in the plans and methods suggested.

Some of the teachers labor under the disadvantages of limited preparation and experience, and all do not possess the same degree of *natural* adaptation to school work. However, the general earnestness shown and the endeavor to improve



upon past methods leads me to hope for continued improvement in the year to come. A good teacher is always "worthy of his hire," but a poor teacher should not be given charge of a school *at any cost*.

Supt. Henry M. Maxon, recently of Pawtucket, says in a recent report :

"Convenient and commodious buildings are good, well adapted courses of study are desirable, an abundance of apparatus and reference books is of great assistance, but they are all of little account without a good teacher to use them. The time is past when teaching consisted merely of imparting knowledge. True teaching now looks forward to reaching the whole child ; it must develop his mind, it must train his body, it must mold his character. The teacher who sits at her desk, book in hand, and calls up one class after another to answer the questions printed in the book, or to glibly recite the text that they have committed to memory, must give place to the teacher who realizes that she has in her hands the shaping of a character, the training of a citizen, the development of a mind. A teacher that has such a conception of her work studies it closely ; she seeks for the hidden motives that move her pupils ; she perfects herself in a knowledge of the principles and practices of teaching as set forth by those most eminent in the profession ; she is full of zeal and enthusiasm in her work.

"It is difficult to estimate too highly the importance of the teacher's position. Upon her ability, wisdom and honesty of purpose depends the success or failure in life of many of the children under her influence and control. There is, therefore, every reason why the entrance to the service should be most carefully guarded. No consideration of race, religion, politics or family connections should bias the decision. Efficiency in the work of teaching and training children so that they shall become true men and women, able to make the most of themselves and their opportunities, is the only thing that has any right to be considered, and any one connected



with the appointment of teachers is justified in feeling insulted and refusing further consideration of a candidate when her friends press her claim on the ground that 'she needs the money,' or 'Mr. — is very anxious she should be appointed,' as if it were a mere matter of making a gift and not the decision as to whom shall be committed the vital interests of scores of children. The school is established solely for the children, and every decision in its administration should be based without fear or favor on the promotion of their interest and on nothing else. Only as that is done can a system of schools reach the highest plane."

#### TEACHERS' MEETINGS.

A number of teachers' meetings have been held during the past year by the Instructor of Music and by the Superintendent. While these meetings add to the duties of the teachers, I think most teachers are willing to attend. As the necessity for these meetings exists in the fact that only a limited number of the teachers have received any preparation in the subjects there discussed, it is necessary that the teachers receive the instruction in these special branches at the teachers' meetings.

The meetings held by me have been for giving general directions for the management of the schools or for discussing particular studies and methods. Beginning with the fall term the study of Psychology was begun, but owing to the frequency of other meetings it has been found necessary to postpone these for the present.

As before stated, *most* of the teachers are willing to attend the teachers' meetings; only a few look upon them as useless additions to their work. Any teacher who fails to accept every opportunity to improve is not sufficiently interested in the profession and should be invited to step down and out.

When a person accepts a position as teacher he is

expected to devote all the time necessary and his very best efforts to the work, and when unwilling to do this he should resign.

#### DISCIPLINE.

Discipline is the foundation upon which a teacher builds the structure called education. No matter how high a rank has been attained in scholarship, how many diplomas have been received from institutions of learning, of what Normal or Training School she may be a graduate, still lacking the power to govern, her work will be a complete failure. It requires that clear perception that sees without looking, hears without listening and feels without touching, to make a successful teacher. No greater mistake can possibly be made than to appoint a teacher simply upon his intellectual qualifications, without regard to his power to control and interest children.

Again let me quote :

“It is possible to have a room in such absolute order that ‘one can hear a pin drop’ at all hours of the day, and yet attain it by such means that the discipline is positively vicious. A cardinal principle of right discipline is that it strengthens the pupils’ impulses to right action and leads to self-government ; it aims to obtain good order by working from the child’s heart outward rather than by the application of external repressive forces ; it recognizes the pupil as a child full of boyish impulses, overflowing with life and energy, but with a thorough belief in him it searches for the one susceptible spot and strives to lead his impulses, his liveliness and his activity in the direction of right, winning the love and respect of the pupils.

“Discipline that is unsympathetic runs into tyranny. Government that is based upon fear may be fit for a prison, but it has no place in a school-room. The teacher that uses his position of authority to browbeat his pupils or address them with words that he dare not use to a grown person outside his school-room is guilty of abuse of his power and is unfit for his

position. As a result of such methods of government many a boy has broken short his study, and leaving it half finished, taken up the regular work of life as a grateful change from a life of daily exasperation in the school-room. 'The true disciplinarian allies kindness with firmness, justice with patience, and blends all with that love that looks to the best means of developing the pupils ultimately towards the stature of the perfect man.'

"The true ideal of discipline is that where each pupil is so interested in his work that he has no time to make trouble and his better impulses are so appealed to that he has no desire to do wrong. As our teachers study the science of teaching and labor to do better work we shall come nearer this ideal, and corporal punishment will be restricted almost entirely to that class that now furnishes so much occasion for it—the children who are in school but a few weeks at a time, not long enough to really come under the school influence."

I cannot close the treatment of "discipline" without an appeal to the parents to give the teachers their sympathy and support. The work of governing a wayward child is hard enough at best, but when, instead of assisting the teacher, the parent supports the child, nothing but evil to the child can result.

#### SCHOOL ATTENDANCE.

The enumeration of children taken May 1, 1892, shows that there are 1044 children between the ages of 5 and 15 years and 645 between the ages of 8 and 14 years.

By a reference to the appended table of statistics it will be observed that out of this number of children of school age 883 have been registered in our schools.

There is still a large number of pupils between the ages of 5 and 15 years not attending school. Nearly all these are between the years of 5 and 8 years and cannot be compelled by law to attend.

The per cent. of daily attendance has decreased from 91.5 in 1891 to 90.6 in 1892. This is due largely to two causes:—

(1) the epidemic of scarlatina last spring. and (2) the practice of keeping the pupils of the primary grades at home much of the time during the winter months.

The work of the primary grades is much delayed by these absences, and it will be impossible to do the required amount of work in these grades as long as this custom prevails.

I called your attention to the excessive number of tardinesses last year. While the record was 2016 tardinesses in eight months, we have a record of 2194 in ten months this year. While proportionately there is a small decrease from last year, still the number is at least five times as large as it need be.

I have insisted that a written excuse be presented for every tardiness, hoping that this would tend to lesson the number, but I find that it has very little effect.

Again the High School is the leading offender, having a total for the year of 497. The Four Corners primary school, enrolling the same number of pupils, had only 49 tardinesses during the year, or one-tenth as many as the High School.

It is a difficult task for the Superintendent and teachers to reduce the tardy marks in the lower grades, when the pupils can point as their example to the High School—the school that should be an example for the others.

The Truant Officer's report, appended, answers for itself. I would take this opportunity to commend the work of our Truant Officer. I have always found him prompt, vigorous and efficient in his duties, and it is much to his credit that we have so few actual truants.

In closing my report I would renew my invitation of last year to the parents to visit their children in their schools. The teachers and pupils are always glad to meet them, and it is a great stimulus to both to feel that the parents are interested in their welfare.

Respectfully submitted.

FRANK W. SWEET.

## TRUANT OFFICER'S REPORT.

Since securing my appointment last April I have investigated thirty-two cases of reported absence. Out of all these cases I find but very few that are really truants, but the pupils are allowed by their parents to remain at home.

In many cases there is not sufficient excuse given to warrant the absence of the pupil from school, and the children are on the street playing.

Respectfully submitted.

SILAS W. NICKERSON.

## Summary of Attendance for 1892-93.

SCHOOL.	NAMES OF TEACHERS.	Whole Number of Pupils Enrolled.	Average Number of Pupils belonging.	Average Daily Attendance.	Average Daily Absence.	Per cent of Attendance.	Number of Tardinesses.	Number of Visitors.
High.....	H. W. Walker.....	57	59.8	57.3	2.7	95.8	497	68
“ .....	Grace C. Whiting....	—						
“ .....	Mildred L. Hunter...	—						
High Gram.	1 Frances King.....	36	34.	32.3	1.7	94.7	73	75
“ “	Mamie O. Sawyer....	27	37.9	34.1	3.	98.8	41	30
Sub-Gram.	1 May Poor.....	45	42.9	40.1	2.8	93.2	101	47
“	2 Isabelle M. Reill.y..	42	44.9	41.9	2.99	91.1	50	46
“	3 Gertrude Bly.....	35	36.7	32.8	4.1	86.4	62	26
Intermediate	1 Jennie O. Milliken....	51	47.4	43.3	4.1	91.4	307	80
“	2 Julia G. Stockbridge..	52	43.6	39.6	4.	90.8	72	38
“	3 Louisa A. Metcalf....	53	45.6	41.1	4.	90.3	103	52
Primary	1 Rebecca Dunning....	57	40.3	35.	4.9	86.9	179	74
“	2 Mary Linton....	57	39.	36.7	2.4	94.1	49	88
	3 Annie B. Bright.....	53	38.7	34.1	5.8	88.1	80	55
“	4 Adeline McDonald...	44	38.6	35.9	3.8	93.	112	37
“	5 Nellie J. Cleary.....	45	37.4	33.7	4.5	90.1	52	31
“	6 Emily T. Morse.....	58	34.	30.6	3.4	90.	138	19
City Mills.....	Hattie M. Gay.....	28	21.9	18.5	3.4	86.	34	33
South Franklin..	Sylvia Sawyer.....	26	18.9	16.1	2.9	90.2	24	17
Unionville.....	Mrs. M.L. DeSorgher	52	39.2	32.9	6.2	83.9	43	113
North West.....	Mrs. Lizzie D. Rice..	30	24.7	20.4	3.9	82.6	66	36
Populatic.....	Susan L. Senter.....	22	16.	15.4	2.2	86.3	51	36
Mount .....	Lucy E. Tower.....	13	10.7	9.9	.86	93.	60	19
	Totals for 1892.....	883	752.2	681.7	70.	90.6	2194	1020
	Totals for 1891.....		746.9	683.3	63.6	91.5	2016	



